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APPLYING THINK-PAIR-SHARE STRATEGY TO IMPROVE THE STUDENTS' ACHIEVEMENT IN UNDERSTANDING READING MATERIALS

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Abstract

Comprehending reading material started from understanding the topic and finding the details of information of the text. Therefore, applying an interesting strategy is needed to improve the students' ability to comprehend the reading material. Thus, this article is discussed about the effect of applying the TPS (Think-Pair-Share) Strategy on the students' ability in understanding topic in reading materials that was conducted at SMP Rahmat Islamiyah, Jalan Bakti Gaperta Ujung Sumatera Utara in 2018. The population of this research was the VIIIth grade students which distributed into 4 classes consists of 154 students. This is an experimental quantitative research. By using random sampling technique, 60 students were taken as the sample. The sample was divided into 2 classes, the experimental group which consisted of 30 students taught by using TPS (Think-Pair-Share) Strategy and control group consisted of 30 students by using lecturing method. The instrument used in this research was multiple choices with 25 questions. The data were analyzed by using t-test formula. The result showed that $t_{count} > t_{table}$ ($0.153 > 2.262$) or H_a is accepted and H_0 is rejected. The hypothesis was accepted. It implies that the application of Think-Pair-Share Strategic significantly effect to the students' ability in reading materials.

Keywords: Think pair share strategy, Reading, Students' achievement.



A. Introduction

Reading is process of getting meaning from printed material and visual information. By reading, the readers are able to collect, take and get the information. Cline (2006) state that reading is decoding and understanding text for particular reader purposes. Readers decode written text by translate to speech and translating directly to meaning. To understand written text, readers engage in constructive process to make text meaningful, which is the end goal and product. It is very important to introduce reading well to the students and make it an interesting activity in the classroom.

Report of how the students understand and learn from text suggest that they coordinate a set of highly complex and well- developed skills and strategies before, during and after reading that assist them in understanding and remembering what they read (Klingner, Vaughn, an Boardman, 2007). It is expected that the student must be able to read compressively thereby they can find out the idea and character or plot development and interpretation on what they have already read in the texts to get the information. Reading material is useful to help the students for gaining the information about the text that they read. Reading also can evaluate students' vocabulary and then they also can interpret the meaning. Therefore, in this present of study the reading comprehension is defined as the process of constructing meaning from the text which is used one type of reading that is reading for specific information which divide into detail express or detail implied and textual reference. But actually there are more basic competency that students should achieve such as finding theme, topic, main ideas, and etc in find of text (genre).

Based on the result of PPL II on July up to October 2017 in SMP Rahmat Islamiyah Gaperta Ujung , the researcher had chooses Think-Pair-Share (TPS) strategy in teachingr reading to increase the students' comprehension ability in order to make them easier to understand and comprehend the text, and also express the ideas about text. This strategy was applied in basic competence of narrative text. This strategy also making students' more actively in learning process and learning becomes



meaningful. The researcher has found that students learning are enhanced when they have many opportunities to elaborate on ideas through talk. Therefore, this strategy would be applied to the basic competence of understanding topic of reading material.

In understanding topic of reading materials, many problems was found which faced by the students, and teacher in teaching learning reading process. Many students could not decide the topic of each reading materials guess. This was caused by their lack ability in understanding the details information, finding clue, making conclusion, and their less attention in listening the teacher's explanation about how to get the topic from reading materials. They was not interested in following the learning process. The teachers also did not know how to explain the materials in an attractive and interested ways. That's why the researcher wants to applied again the Think-Pair-Share strategy in order to improve the students' ability in understanding topic of reading material with the expectation will be as same as the improvement in teaching narrative text.

Additional benefit of using the Think-Pair-Share (TPS) strategy includes the positive changes in student's self-esteem that occurs when they listen to one another and respect other ideas. Students have the opportunity to learn higher level thinking skills from their peer, gain extra time or prompting they may need, and gain confidence when reporting ideas to the whole class. In addition, the "Pair" step of the strategy ensures that no student is left of discussion. Even a student who is uncomfortable to discussion more productive, each students has already had opportunities to think about their ideas before plunging into whole class conversation.

According to Brown (2000) Think-Pair-Share can be defined as a learning approach in which small, mixed student group form both in-the-class and out-of- class environment to ensure students help each other in learning an academic subject in the scope of common goal: where their self-esteem increases and their communication, problem-solving and critical thinking skill develop: and where they actively participate in the teaching learning process. Furthermore Lyman F. (1981) described that students will discuss ideas and problem that exist in their heads with a



partner in the classroom. After dialogue or discussion between a students with a partner then the teacher will ask their opinion of the issue and solution to the class. It gives students time to think about an answer and activates prior knowledge. Think-Pair-Share enhances students' oral communication skill as they discuss their ideas with one another. This strategy helps students become active participants in learning and can include writing as a way of organizing thoughts generated from discussions.

The learning process the other way to make the students interest in following is using a media, in teaching learning process, media has function as presentation can attract students interest in learning reading material. The students can more easily in learning reading material because the system of presentation media more innovative and interactive learning. This media can make the students more understand about the materials in process learning understanding topic of reading materials.

Think-Pair-Share Strategy

The Think-Pair-Share strategy is designed to differentiate instruction by providing students time and structure for thinking on a given topic, enabling them to formulate individual ideas and share these ideas with a peer. This learning strategy promotes classroom participation by encouraging a high degree of pupil response, rather than using a basic recitation method in which a teacher poses a question and one student offers a response. Additionally, this strategy provides an opportunity for all students to share their thinking with at least one other student which, in turn, increases their sense of involvement in classroom learning. Think-Pair-Share can also be used as in information assessment tool; as students discuss their ideas, the teacher can circulate and listen to the conversations taking place and respond accordingly.

In this strategy a problem is posed, students have time to think about it individually, and then they work in pairs to solve the problem and share their ideas with the class. Think-Pair-Share is easy to use within



a planned lesson, but is also an easy strategy to use for spur-of-the-moment discussions. This strategy can be used for a wide variety of daily classroom activities such as concept reviews, discussion questions, partner reading, brainstorming, quiz reviews, topic development, etc. Think-Pair-Share helps students develop conceptual understanding of a topic, develop the ability to filter information and draw conclusions, and develop the ability to consider other points of view.

The Steps of Think Pair Share

1. Before introducing the Think-Pair-Share strategy to the students, decide on your target for this lesson. You may choose to use a new text that the class will be reading, or you might want to develop a set of questions or prompts that target key content concepts that you have been studying.
2. Describe the strategy and its purpose with your students, and provide guidelines for discussions that will take place. Explain to students that they will (1) think individually about a topic or answer to a question;(2) pair with a partner and discuss the topic or question; and (3) share ideas with the rest of the class. Using a student or students from your classroom, model the procedure to ensure that students understand how to use the strategy.
3. Allow time for students to ask questions that clarify their use of the technique.
4. Once students have a firm understanding of the expectations surrounding the strategy, monitor and support students as they work through the steps below. Teachers may also ask students to write or diagram their responses while doing the Think-Pair-Share activity.

The Application of Think-Pair-Share

Think: Teachers begin by asking a specific higher-level question about the text or topic students will be discussing. Students "think" about what they know or have learned about the topic for a given amount of time (usually 1-3 minutes).



Pair: Each student should be paired with another student. Teachers may choose whether to assign pairs or let students pick their own partner. Remember to be sensitive to learners' needs (reading skills, attention skills, language skills) when creating pairs. Students share their thinking with their partner, discuss ideas, and ask questions of their partner about their thoughts on the topic (2-5 minutes).

Share: Once partners have had ample time to share their thoughts and have a discussion, teachers expand the "share" into a whole-class discussion. Allow each group to choose who will present their thoughts, ideas, and questions they had to the rest of the class. After the class "share," you may choose to have pairs reconvene to talk about how their thinking perhaps changed as a result of the "share" element.

The advantages and disadvantages of Think Pair Share Strategy

Think Pair Share learning model is good used in order to train students thinking well. For that, the learning model Think Pair Share is pressing on the increase of student reasoning data, students' critical power, the imagination of students and the power of analysis of a problem. Thereby the advantages of learning model Think Pair Share, there are:

- a. Can increase student's data increase of student reasoning data, students' critical power, the imagination of students and the power of analysis of a problem.
- b. Enhance cooperation between students as they are formed in groups.
- c. Increase the ability of student to understand and appreciate the opinions of others.
- d. Improve the students ability to express their opinions as the implementation of their knowledge.
- e. The teachers are more likely to add children's knowledge when discussion is over.

Beside its advantages, this strategy also has some disadvantages. They are:

- a. The difficulty of determining the problems that match the level of student thinking.
- b. The materials related to discussing existing problems are not prepared



either from teachers or students.

- c. The less accustomed to start learning with a problem real.
- d. The experience of students in solving the problem is relatively limited.

Reading Ability

Reading is more than merely referring to the activity of pronunciation the printed material or following each line of written. It is involves various and mixed activities. People have their own purposes why they read. It is also more than recognizing words within a sentence; it includes whole ability of thinking process to evaluate the information.

According Davies (1995) says that reading is a mental or cognitive process, which involves a reader in trying to follow and respond to a message from a write, who is in distant space and time. Due to this privacy, the process of reading and responding to a write is not directly observable. Grellet (1998:7) defines reading as an active skill that constantly involves guessing, predicting, checking, and asking oneself questions. Wallace (1992: 4) adds that reading is interpreting which means reacting to a written text as a piece of communication.

Based on the definitions above, it can be concluded that reading is an active and communicative process. It is also an interactive process that goes on between the reader and the text, resulting in comprehension. It is a means of communication between the reader and the writer. The process involves the reader, the text, the interaction between reader and text. The text presents letters, words, sentences, and paragraphs that encode meaning. The reader used knowledge, skills, and strategies to determine the meaning.

Hornby (1987) defines "ability as (1) capacity or power (to do) something physical or mental; (2) cleverness; intelligence; (3) special natural power to do something well; talent. Meanwhile, in Longman dictionary, ability is defined as the mental skill or physical power to do something" (1998: 1) He uses ability refers to a broader set of factors which - given similar motivation and opportunities - make some people better at learning than others From the explanation above, it can be



concluded that ability is someone's competence as a result of learning. Therefore, reading ability means someone's ability to communicate or make sense of written or printed symbols and to extract information in the text by using his knowledge, skills, and strategies to achieve the purpose of reading activity itself. According to Williams (1996), there are three main phases needed to be followed in reading activity, namely:

- a. Pre-reading: aimed to introduce and arouse learners' interest in the topic. Giving reason to read and some questions that related to learners' background knowledge ideas and opinion would motivate learners' eagerness to read the whole text.
- b. Whilst reading: aimed to help students understanding the purpose and texts' structure and to clarify texts' content. Some activities like answering comprehension question, completing diagram or maps, making list and taking notes are whilst reading type work.
- c. Post-reading: aimed to consolidate what has been read with learners' own knowledge, interest, or ideas.

Previous Relevant Studies

The relevant studies based on the similarities in variables of study even in dependent variable although independent variable. Some of the relevant of the study with the research that had been done. First, Sumarsono (2014), The result was conducted a studies in order to make a better condition of teaching and learning reading narrative text through the implementation of Think-Pair-Share model. Then, Permadi (2013) The Effect of Think-Pair-Share Teaching Strategy to Students' Self-Confidence and Speaking Competency of The second Grade Students of SMPN 6 Singaraja, the published e-journal Program Pascasarjana Universitas Pendidikan Ganesha. The result of research was a significance effect of Think Pair Share. The result showed that students who treated by Think-Pairs-Share teaching strategy had higher self-confidence significantly than students who studied by conventional teaching strategy. Therefore educators should use Think Pair Share teaching strategy in learning speaking. Diyah Reni Fauziyati (2013) in Teaching by Using Think-Pair-Share Technique to eight



grade students. This research was intended to investigate whether or not there was a significant effect of using Think-Pair-Share technique on reading comprehension.

Based on all reason above, the researcher think that applying TPS strategy can improve students reading materials because TPS strategy is suitable in conducting research entitle *The Effect of Applying the Think-Pair-Share Strategy on the Students' Ability In Understanding of Reading Materials*.

B. Method

This research was conducted at SMP Rahmat Islamiyah in Jalan Bakti, Gaperta Ujung, Medan, Sumatera Utara, in the even semester of 2017/2018 Academic year. The population of this research is the eight grade student of SMP Rahmat Islamiyah on 2017/2018, which consist of 154 students, and distributed into four classes VIII A, VIII B, VIII C and VIII D. By using random sampling technique, 60 students were chosen as the sample. Experimental quantitative research design was applied in this research. The experimental group consist of 30 students was taught by using Think-Pair-Share (TPS) strategy, and the control group with 30 students was taught by using lecturing method.

The research design was shown in the table below.

Table 1. The Research Design

Pre-test	Treatment	Post-test
O1	X	O2
O3		O4

Note: O1 : pre-test experimental group

X : treatment

O2 : post-test experimental group

O3: pre test control group

X : treatment

O4 : post-test control group



Obtaining the data, multiple choice test about narrative test consists of 25 items was administered to the students for both groups before and after the treatment. To look for the effect of the TPS on the students' achievement in understanding reading material, the data was analyzed to finding the coefficient of correlation, testing the significances, testing linearity, testing the effect and testing the sample relation.

C. Research Finding

Based on the result of data analysis, it is found that there was significant difference on the students reading materials between experimental group and control group. Teaching understanding topic in reading materials in experimental group by using Think-Pair-Share strategy was more effective than teaching understanding topic in reading materials without using Think-Pair-Share strategy. It could be seen from difference of mean score both of the groups. Based on the calculation, the result of t-table was 0.153 and t-count was 2.262. It means the result of t-table was highest than t-count ($0.153 > 2.262$). Thus, the using of TPS learning significantly affects students' reading materials. The learning process in experimental group was difference between learning process in control group. The learning process in experimental group by using Think-Pair-Share strategy was more aimed than control group.

D. Discussion

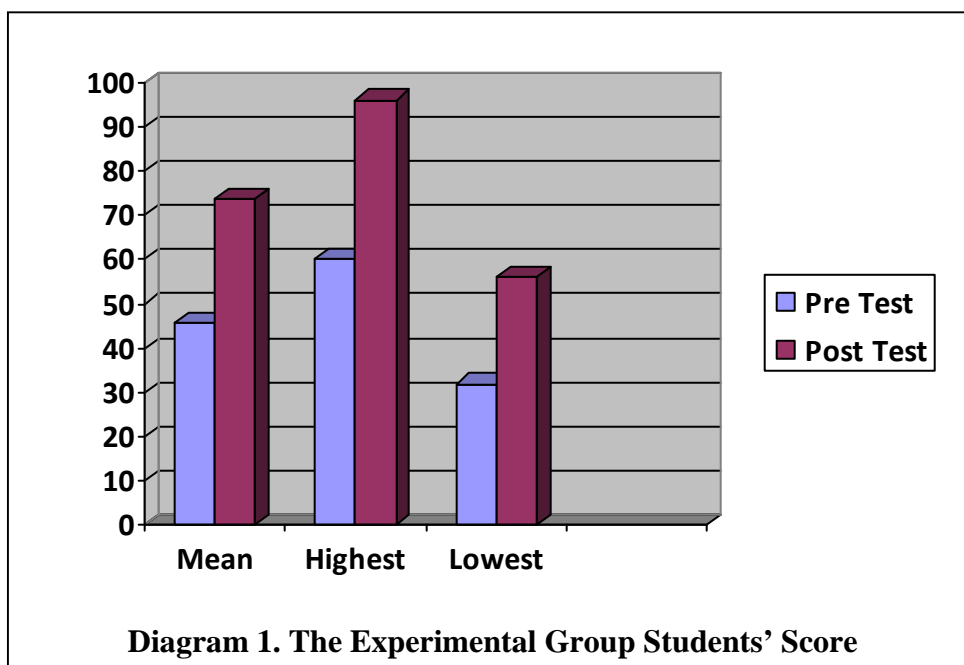
The data of this study were the result of the test. The data were divided into two group, namely experiment group and control group. Each group was given pre- test and post-test of the same test. Both of groups were given the same test from in reading materials in pre-test and post-test. Hence, the researcher got the students score as the data to know the differences between the students' score in the students' score in the experimental group and control group, it can be analyzing in the tables below:



Table 2. The Score of Experimental Group

Criteria	Pre-Test	Post-Test
Mean	45.6	73.6
Highest	60	96
Lowest	32	56
Total	1368	2216

From the table above, in pre-test, the total students' score in experimental group was 1368 and the number of students' who took the test 30 students, so the students, mean was 45.6 in score of experimental group. Meanwhile, after applying think-pair-share strategy, the result of total score in post-test was 2216, and mean score 73.6. It shows that there is an improvement on the students' achievement after applying this strategy. This can be show clearly on the diagram below.



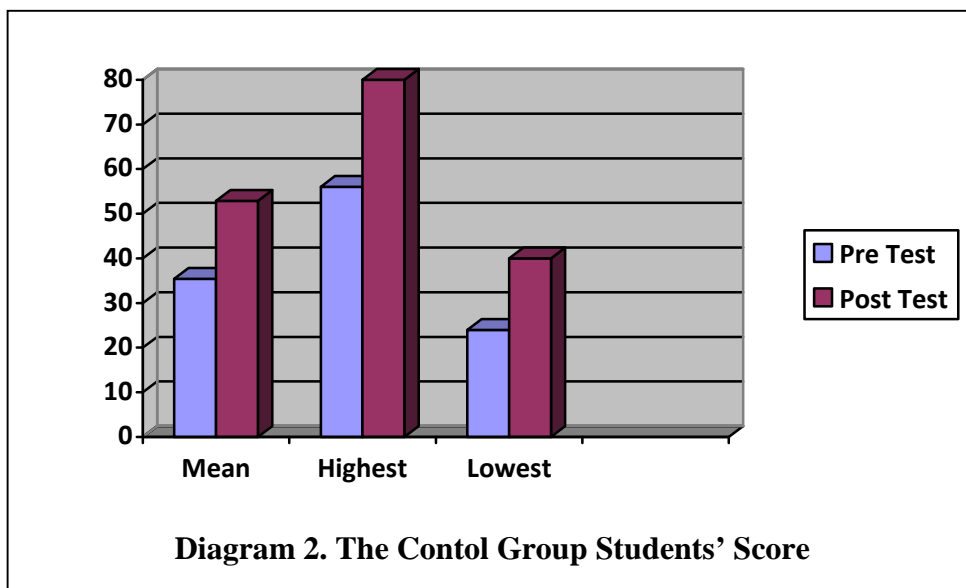


The data obtain from the control group can be seen in the table below.

Table 3. The Score of Control Group

Criteria	Pre-Test	Post-Test
Mean	35.4	52.9
Highest	56	80
Lowest	24	40
Total	1063	1558

The total score of pre-test in control group is 1063 and the mean is 35.4. In post-test the total score 1588 and the mean of the score is 52.9. So, the total and mean score in post-test of control group is higher than the total and mean score in pre-test of control group. The increasing can be shown in the diagram below.



The Effect of Applying Think Pair Share Strategy

Based on the data from the test the score were analyzed in other to know the differences between pre-test and post-test test of the experimental group. The result of the calculation is displayed in the table 4 below.



Table 4. Paired Sample Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair1 Pre Test	44,5333	30	11,39792	2,08097
Post Test	58,5333	30	12,62655	2,30528

The next step is calculated the paired sample correlations. The result is shown on the table 5.

Table 5. Paired Sample Correlations

	N	Correlation	Significant
Pair 1 Pre-test & Post-test	30	,826	,000

The result of test was showed that correlation between two variables is 0.809 with significant is 0.000. This indicated that the correlation between the two average student outcomes on pre-test and post-test is strong and significant. The next step is calculating the paired sample test. The result is on the table 6 below.

Table 6. Paired Sample Test

		Pair 1
		Pre-test Post- test
Paired	Mean	-14,00000
differences	Standart Deviation	7,18235
	Standart Error mean	1,31131
	95% Confidence interval	-16,68194
	Lower	-11,31806
	Of the Differences	
	Upper	
T		-10,676
df		29
sig. (2-tailed)		.000



The average of t value is 1.031 with sig. 0.320 because sig > 0.05 hence was concluded H_a is significant. Thus it was stated of results of the study influences of students' values.

$$t_{table} n-k = 30 - 2 = 28$$

$$t_{table} 2.04841$$

The steps of testing they are:

1. The Determine of Hypothesis

H_a : there is a significant the effect on applying Think-Pair-Share strategy on the students' reading materials.

H_o : there is a no significant the effect on applying Think-Pair-Share strategy on the students' reading materials.

2. The Determine of Significant Level

The test was using two side test with significance level = 5%.

The level of significance in this case means taking the wrong risk in making the decision to reject the correct hypothesis as much as 5% (significant 5% or 0.05 is standard measure often used in research).

3. The Determine of ttable

The distribution t is = 5%: 2 = 2.5% (2 sided test) with degrees of freedom (df) $n-1$ or $10-1=9$. The two sides in test (significance = 0,025) the result obtained for ttable 2.262.

4. The Criteria of Testing

H_o accepted if $-t_{table} - t_{count} - t_{table}$

H_o rejected if $-t_{count} < -t_{table}$ or $t_{count} > t_{table}$ Based on probability:

H_o accepted if $P\ value > 0,05$ H_o rejected if $P\ value < 0,05$

5. The compare of tcount with ttable and probability

The value $-t_{count}$ ($-0,153 > -2,262$) and $P\ value$ ($0,882 > 0.05$) so H_a is accepted.

6. Testing the Hypothesis

In analyzing the hypothesis, it referred the ttable at the level significant of 0.05. The testing criterion used for hypothesis result is; if $t_{observe} > t_{table}$, it means that the alternative hypothesis (H_a) is accepted and null hypothesis (H_o) is rejected. The value of $-t_{count} > -$



ttable $(-0,153 > -2,262)$ and P value $(0,882 > 0,05)$ then H_a is accepted.

It means hypothesis alternative (H_a) was accepted.

Therefore, it concluded that TPS strategy can applying students' ability in reading materials especially in understanding topic.

E. Conclusion

Based on the findings of research the conclusion is Think-Pair-Share Strategy has a significant on the students' ability in understanding in reading materials. It was prove the value of t-count $>$ t-table $(0,153 > 2,262)$ and P value $(0,882 > 0,05)$ then H_a is accepted, it means hypthotesis alternative (H_a) was accepted. The result of computation in the t-count was 0.153 and t-table was 2.262. While the critical value of 0.05 significant levels. It means that alternative hypothesis (H_a) is accepted and the teaching by using TPS strategy significantly affects on the students' ability in reading materials especially understanding topic.

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